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ABSTRACT

This curriculum is intended for use in teaching eighth graders to analyze their interests and abilities, develop an awareness of career opportunities and the world of work, learn the fundamentals of decision making, and develop an educational and career preparation plan. The curriculum is hands-on and experimental in nature and is designed to be used over eight weeks, with a minimum of one lesson per week. The following topics are covered in the individual units: orientation to the program, self-awareness, steps in building a personal profile, career awareness, the world of work, decision making, career exploration, and procedures for developing an educational and career preparation plan. Each unit contains some or all of the following: a lesson title, objectives, a content outline, a list of materials and supplies needed, suggested teaching methods, learning activities, worksheets, handouts, and transparency masters. Two videotapes: "Working" and "Kaleidoscope of Careers," are used in conjunction with the program. (MN)

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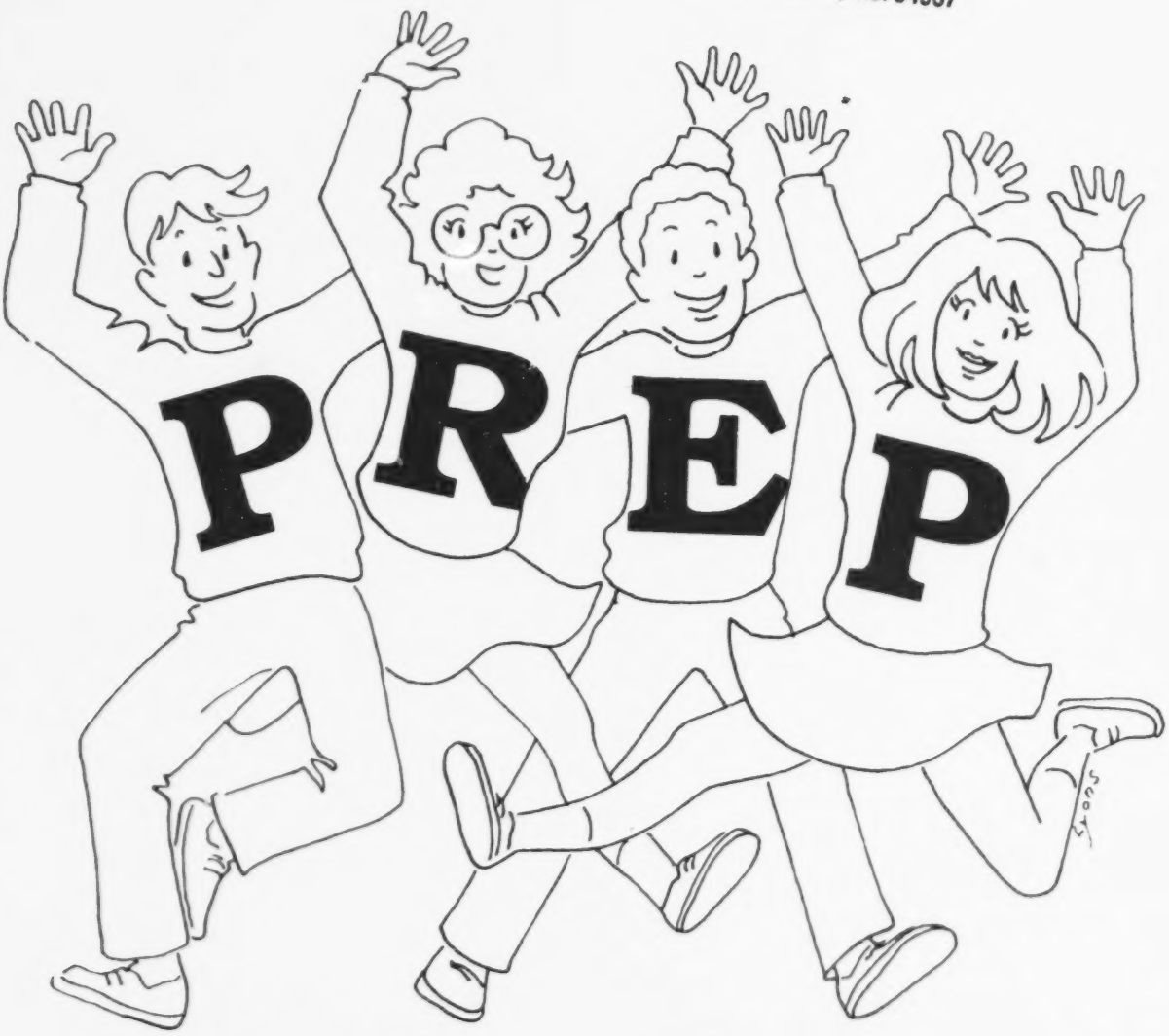

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

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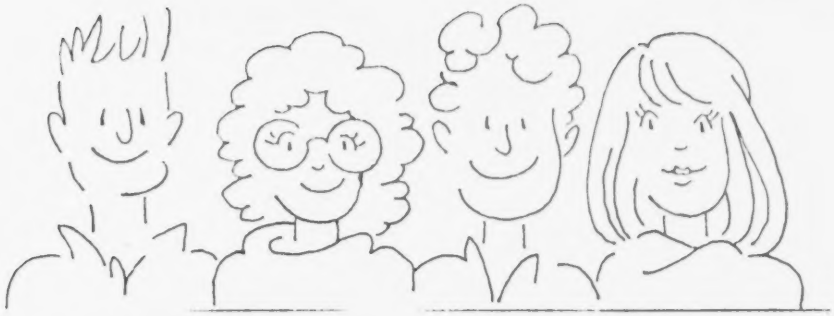

PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

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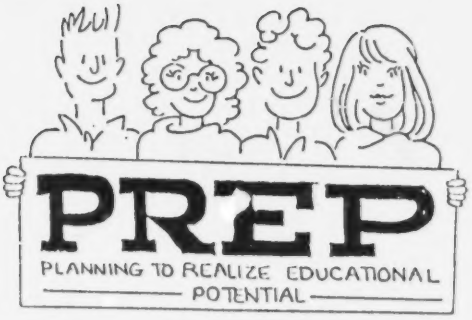

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AN INTRODUCTION TO THE PLANNING TO REALIZE EDUCATIONAL POTENTIAL (PREP) CURRICULUM

The PREP Curriculum consists of eight lessons designed with eighth graders in mind. Each lesson may be presented during a regularly scheduled class period and will build upon the previous one. The PREP curriculum is to be delivered over one quarter or eight weeks with the instructor teaching a minimum of one lesson per week.

The curriculum includes the following lessons:

Orientation to the Program
Self-Awareness
Building a Personal Profile
Career Awareness
The World of Work
Decision Making
Career Exploration
Developing an Educational and Career Preparation Plan

These lessons are simply a starting point and teachers and counselors are encouraged to expand upon them. The lessons on Self-Awareness and Career Exploration alone could easily be expanded into two or more lessons. The lessons may also be modified to include teacher developed materials proven successful with eighth graders. If you do develop or modify a lesson, we would like to hear from you so that we can share your ideas with others involved with the program.

MANAGING THE CURRICULUM

The PREP curriculum is hands-on and experimental. Students will be asked to analyze themselves and their abilities, values, and interests. Students should be informed <u>prior</u> to completing an exercise that they will be asked to share personal information with the class. Ground rules about listening and respecting individual differences and values should also be established during the orientation session.

SOME IMPORTANT CONSIDERATIONS

Pencil and Paper

Educators presenting the program will have to develop a strategy and a schedule to accommodate various elements of the program. Much of the curriculum depends upon student worksheets. Students should be issued a folder or notebook to store their work. Instructors may also wish to maintain student folders and to file student work as completed to prevent the problem of "lost" work. Since each lesson builds upon the previous one, it is important to ensure that completed worksheets are saved.

Some of the lessons in the curriculum may be too long for one class period. Therefore CORE ACTIVITIES are marked by an asterix. To pare down a lesson, cover the CORE ACTIVITIES and assign the remainder of the lesson as homework or if possible use another period to present the remainder of the lesson. Since so much of the initial curriculum depends upon the self-awareness worksheets, teachers may wish to staple these sheets together and present them as a packet.

A-V and Computer Work

"Working", "Kaleidoscope of Careers" VHS series, and the use of the of only one PREP lesson a week is to be presented, then there will not be enough time for these activities within the forty-five minute lesson format. Orientation to these resources can occur within the time allotted for the curriculum, but the actual viewing of the video tapes or use of the computer software will have to occur during other times when the students are available. A careful reading of the DISCOVER or CHOICES,Jr. documentation will provide some time frames and ideas for scheduling. Students may be paired for computer work, but be careful to select compatible and task oriented pairs. Students should be required to complete all paper work that comes with the computer programs prior to sitting down at the terminal. Students should also obtain and label print-outs whenever the program allows for getting a hard copy. Finally, students should sign up for a block of computer time and not be allowed to use more than their allotted time at one sitting. If they have not completed the work they have to do, they will simply have to note where they are in the program and complete the program at another time.

Unfortunately, "Kaleidoscope of Careers" series has some stereotyping. Therefore we recommend that all students see "Working" first. "Working" is a series of interview with people working in non-traditional jobs. Each person interviewed discusses the effects of working in such an environment. All interviews take place in the actual work setting. This video should be shown and discussed in class if at all possible.

The "Kaleidoscope of Careers" series is a set of five video tapes. Each tape features three or four occupational families (referenced to the Occupational Outlook Handbook). There is really no need for the entire class to see each video tape. Instead students can be scheduled to view families of occupations of interest during activity periods or library period. Students should use these tapes to gain more information about jobs of interest and the work environment.

Finally, students should be encouraged to pursue out-of-class activities such as interviewing a person who works in an occupation they are exploring and arranging a visit to the worksite. The expanded curriculum could include speakers from each of the career

clusters coming to class and sharing what their work is all about. curriculum could include some hands-on experiences with actual job tasks related to each of the clusters as well as field trips to worksites. Field trips are a great way to introduce students to the variety and levels of jobs available under one "roof". What we want to do is to allow for each student's free and open exploration of the world of work and of his/her personal potential.

MORE RESOURCES

There are many free or inexpensive resources that you can use to augment your curriculum. The Consumer Information Catalog is a great source of material. In addition many professional organizations within the field. The Cooperative Extension Service also has materials that you may wish to use.

The Maine Career Education Consortium (MCEC) manages a Work/Education Resource Center located in the offices of the Maine Occupational Information Coordinating Committee. The Resource Center has over three thousand items dedicated to career education and career development. These items are loaned to patrons for up to eight weeks. The only cost incurred by borrowers is the return postage or cost of replacing lost or damaged materials. Title listings for the secondary and professional sections are included in this curriculum along with the telephone number for the center.

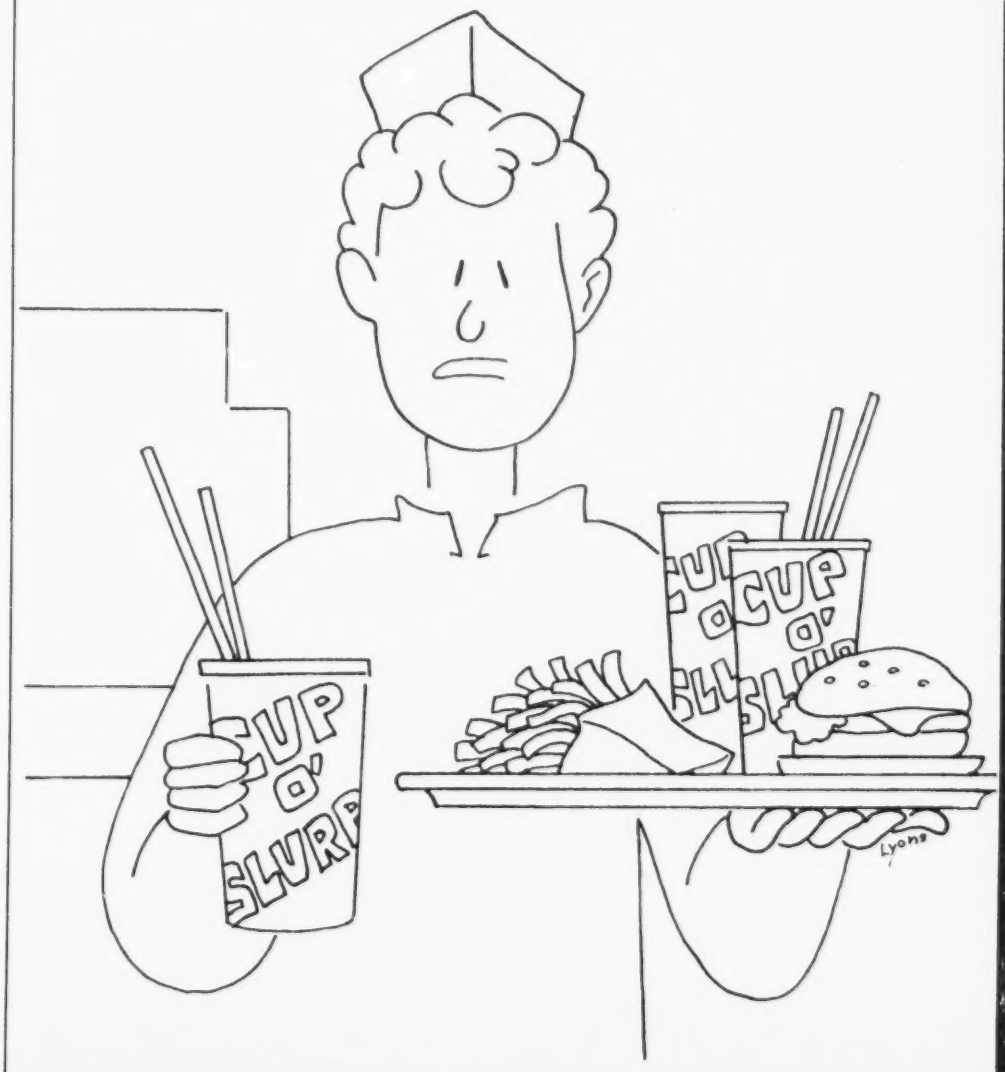
The Vocational Curriculum Resource Center of Maine has many materials that are of interest to career educators. In addition Center staff are available to help you write update programs, provide in-service workshops on competency based curriculum, developing a curriculum and other topics. The Center publishes a newsletter entitled The Curriculum Currier. For more information write:

Vocational Curriculum Resource Center of Maine
K.V.V.T.I.
Box 29, Western Ave.
Fairfield, ME 04937

Telephone: (207)453-9762

**"FOR ALL SAD WORDS OF TONGUE OR PEN,
THE SADDEST ARE THESE: 'IT MIGHT HAVE BEEN!'"**
—John Greenleaf Whittier

I really wanted to be an archeologist.



PLANNING TO REALIZE EDUCATIONAL POTENTIAL

P.R.E.P.

LESSON ONE: Orientation to the P.R.E.P.
(PLANNING TO REALIZE EDUCATIONAL POTENTIAL)

OBJECTIVES: By the conclusion of this lesson, the student will:

1. State the goals of the P.R.E.P. program.
2. State the criteria involved in considering one's life opportunities.
3. Discuss the value of good decision making concerning these opportunities.
4. Discuss "why" planning and preparing are important to the achievement of one's goals.

CONTENT:

1. Program overview and goals
2. Future planning

MATERIALS & SUPPLIES NEEDED:

1. Worksheet: Life Clock
2. Blackboard/chalk
3. Career slips and envelopes for each class member
4. Folders or notebooks for each student

METHODS:

*1. Welcome students to project P.R.E.P.

*2. Describe the program's content and goals. The program's goals are to assist students with their high school planning and relate their educational planning to post-secondary opportunities and career options.

*3. Say:
During the next eight weeks, I will be meeting with you once a week to help you consider your future opportunities. There is a belief that given enough time, a group of apes sitting at typewritiers could eventually write the Declaration of Independence. Now we can assume that apes know nothing about the Declaration of Independence, but through the method of

*CORE ACTIVITIES

randomly hitting the keys, words might be reproduced to resemble those written in that document. This method, called trial and error, is unfortunately how many people choose to deal with their future. Eventually they, too, might end up in the right place but they would have wasted a lot of valuable time and energy in getting there. There is a book called If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. What do you think the author meant by that title?

*4. Some discussion will probably center around setting goals and planning. To stimulate discussion, you might ask if it makes sense to start out on a trip to an unfamiliar place without a map or instructions. For concrete learners you might even suggest a place in another state and ask how to get there. If no one knows, ask how they might find out.

*5. Conclude with: Doesn't it seem strange that we are so careful about getting directions to go somewhere and yet we leave decisions about our lives to chance and trial and error? Assuming that you live to be 75 or older, you have thus far lived only 16% of your life. Let's look at your life clock and see how you anticipate spending your life.

*6. Introduce the "Life Clock Activity"

Say:

During this course, you will be learning a lot about yourself. If you were painting a portrait of someone in this class, what information would you need? (Students should talk about the need to know about physical characteristics-shape,color,hair length etc.) The picture you will be painting will be more difficult because you can't see what you need to know. You will be thinking about what interests you, what you like to do or not do, what your talents and abilities are, and what your goals are. You will consider how you are like others and how you are different from others. Just like a fingerprint, the profile you draw from this information will identify you.

The decisions you make should match that profile. At the same time you will be discovering what others with similar interests, abilities, and personalities have chosen to do with their lives. The nice thing about learning about yourself is that there are no wrong answers. After all, who is the greatest expert on the subject of you? (Students should answer "I am". You might joke about the students getting an "A" in self-knowledge)

I want to emphasize now as I will continue to do so throughout the course that I'm not asking you to choose a career in the 8th grade. In fact, if you have already chosen one, I'll ask you to put it aside for awhile so that you might consider other choices. What you will need to do now is to gather information both about yourself and careers and to learn how to use that information in making good decisions about your future.

If this were math class, we might make an equation out of choosing our careers. The equation would look like this:

INTERESTS + ABILITIES + PERSONALITY = CAREER CHOICE

Let's look at the parts of the equation. What do we mean by INTERESTS?
(Answers might include what the students are interested in. At this age you will probably hear that boys are interested in girls and girls are interested in boys. Admit that those might be interests, but are not necessarily the kind on which one would base a career decision.)

The second part is ABILITIES. What does that mean?
(Emphasize that there are many types of abilities and talents. Try to get the student to think in terms of such abilities as mechanical, artistic, social, music, and etc.

PERSONALITY is probably the most difficult to define. What do you think it means?
(Personality should be considered the sum of one's behavior--shy or outgoing, slow-moving or fast, preferring to be in a large group or with just a few people, preferring outdoors or indoors etc.)

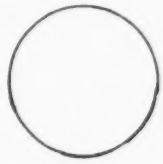
Our career choice, or what we choose to do with our lives should match those things we know about ourselves. To illustrate that, let's play a little game.

7. The Life Clock

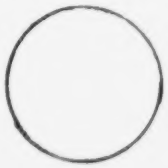
This activity will help students to get a sense of how they will be spending their lives. You can make it as simple or elaborate as you like. However, the basic concept of spending the majority of their lives in some kind of productive work should be apparent. Students who say that they are going to get married, stay home and raise a family should know that that is a choice. However, statistically, men work an average of 40 years outside the home and women work an average of 27 years (and it is getting higher each year) outside the home. Therefore, everyone should plan for that eventuality. Give everyone a sheet with the life clock drawn on it.

A. Ask the students to consider how much of their lives they will probably spend in school/training. This will vary according to their aspirations. Whatever they now believe, they should mark on their clock.

B. Next they should consider their work life. When will it begin? When will it end? This is a good time to talk about the differences in retirement age. For example, how old is a professional football player when he retires? How old is an airplane pilot? How old is a lawyer?



C. The last section of the clock will be retirement, leisure time, and etc. Point out that no one knows now when they are going to die but that period of life after work must be planned for also.



D. If you have time and want to have some fun, ask students to indicate at what age they see themselves getting married --if they plan to.
Go on to the number of children they expect to have; how old they will be when they are through having children, and the part of their lives which will be dedicated to child-rearing? It can be an interesting sociological study.

E. When the life clocks are complete, you should point out the amount of time that they plan to spend in working and why, therefore, it is important to be doing some thing that is satisfying to them. You might ask how many people don't like coming to school each day. Then relate that to going to a job each day they don't like only for 4 times longer.

8. Prior to the first class meeting, cut the number of slips needed for each person in the class to have one. Put a job title on each slip and place the slip in an envelope. Try to vary titles from entry level jobs to professional level jobs.
Suggestions:
carpenter, doctor, author, dancer, telephone operator, farmer, actor/actress, model, professional basketball player, lawyer, garbage collector, musician, teacher, brain surgeon, car salesman, cook, in fast-food restaurant, waiter/waitress, game warden, engineer, plumber, etc. You will probably want to collect the slips when the students are finished so tell them in advance. Each person should take an envelope and read the slip, but do not share it with any one

9. Introduce the activity to the class by saying:
I am a dictator. In my country you will do what I tell you to do. You will find out what that is by drawing a slip out of the envelope. Now I don't really care whether you like this job or not because I'm a dictator. What I want you to do is to think about having that job. Where would you be working--in the country or in the city? Would you go to work early in the morning or maybe late at night? Would you dress up for work or might you wear a uniform? Would you be using your physical strength or your ideas more? After you think for a minute, choose a partner and describe your job to that person. Tell about what time you would probably get up; what you would wear; how far you might have to travel; whether you would be indoors or outdoors; etc. In other words, describe what your life would be like if you had that job. Keep giving clues until your partner guesses your job. Then switch and your partner will draw a job and you will try to guess.

10. After a few minutes, ask the students how it felt to have their assigned job? Was it one that they might like to have? Why? If they wouldn't want that job, try to get them to articulate what it was about the job that they wouldn't like.

11. Ask:
Would you like to live in a country where you didn't have a choice? Fortunately you do have that choice but remember, you have to make it. (If time permits, you might allow a second drawing and repeat the exercise. Students of all abilities can benefit from this activity.

12. Summarize the activity and wrap-up the class session by saying: I believe that most of you will now agree that you and not a dictator should make the decision about your future work. Remember, however, if you don't make that decision you'll be like the person who didn't know where he was going and ended up someplace else. You'll just drift, and drifters get pushed around. You're not choosing a career but you are choosing a direction to travel for the next four years. High school should prepare you for what you want to do when you get out of high school. If you are planning to go on to college, you need to successfully complete the courses that will allow you to go to the college of you choice and pursue the area of your interest. If you are planning to go to work directly after high school, you will need to obtain the training or skills that will allow you to get the job you want. If you are going into the military, you need to know in advance what choices are available and how to prepare for them. Later I will be showing you how those choices will affect the choices that you make the other three years. Your high school program is the foundation for your future. If you know anything about building, you know that the same foundation can be used for many styles of building.

(You might draw a rectangle representing a foundation and ask for ideas about the kinds of structures that could be put on it.)

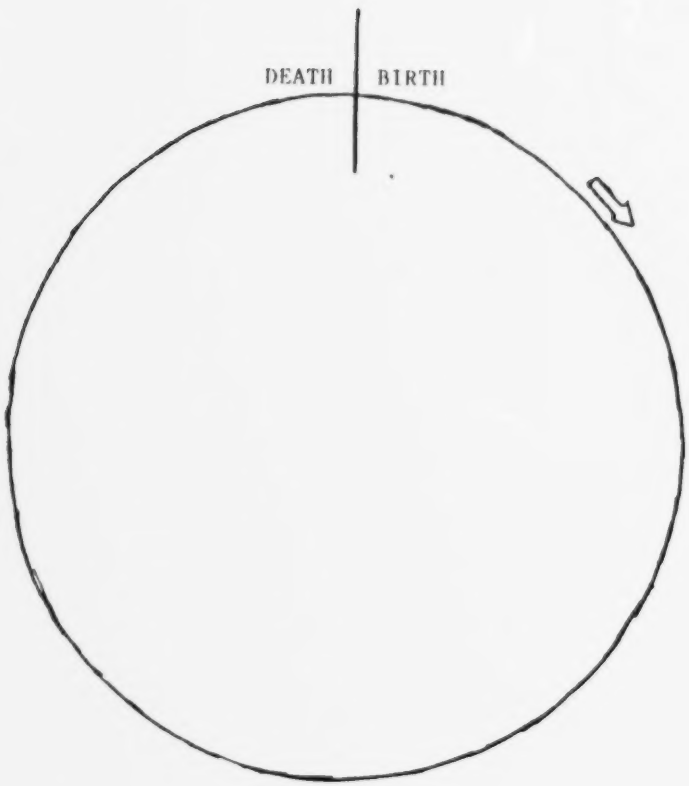
However, there are limits concerning what you can put on that foundation. Therefore, now is the time to think about what you want that foundation to look like and what it will allow you to do. The plans for the building which you will draw from the information about yourself and exploring the world of work can, and probably will change. (Most adults change careers 5-7 times)

To be a smart planner you need to take control. After all, it's YOUR life.

Next time we will start building that profile of you--your interests, abilities, and personality. Knowing yourself is the first step in making good decisions about your life.

LIFE CLOCK

WORKSHEET



IT MIGHT HAVE BEEN...

I'd love to have worked with computers.

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

P.R.E.P.

LESSON TWO: Self-Awareness: Personality and Values

OBJECTIVES: By the conclusion of this lesson the student will:

1. Explore his/her personality
2. Identify strengths and weaknesses
3. Define value
4. Identify values held

CONTENT:

1. Self-Awareness-"Who Am I?"
2. Values Identification

MATERIAL & SUPPLIES NEEDED:

1. Worksheets:
   Discovering Your Personality
   Oops...Your Values Are showing
   What Kind of Person Are You?
   Why I am Liked or Disliked?
   (homework)

METHODS:

Say:

*1. During our first class session we talked about the importance of planning. The first step in planning for the future is to look at yourself. What makes you tick? Knowing yourself is the first step toward planning your future.
Remember the career equation:

INTEREST + ABILITIES + PERSONALITY = CAREER CHOICE

How did we define personality?
(personality is the sum of your behavior)
During this session, we will be examining our behavior and our values.
To begin to examine your personality I would like you to complete this worksheet which you will share with one other person.

2. Distribute "Discovering Your Personality" and allow time for students to complete it.

*CORE ACTIVITIES

*3. Ask students to pair up with another student and to share answers. Students should discuss their strengths and weaknesses as well as what they learned from the exercise.

*4. Lead a class discussion of the exercise and ask each student to list three major strengths and two major weaknesses on the bottom of the worksheet.

*5. Say: One of the reasons people behave like they do is because of their values. Your values are important. Knowing what you value will help you make good career decisions. This next exercise will help you begin to determine some of your values.

*6. Ask students to number a piece of paper from one to twenty-five. Say: I will read a sentence to you and you complete it. Write down your first response as it will be the most honest indication of your values.

*7. Read "Oops---Your Values Are Showing"

*8. After allowing students to respond to the entire sheet, lead a discussion of student responses. What values do the responses reflect. For example:#1 "I get A's in school" indicates that achievement is valued by that student. Others may value social relationships and friendship more.

*9. Ask students to write three values that they hold based upon their responses on bottom of their paper.

*10. Distribute the "What Kind of Person Are You?" and "Why I am Liked and Disliked" worksheets. Explain as necessary. Say: Your responses to this worksheet will be shared during session three. Please complete the survey <u>before</u> class.

DISCOVERING YOUR PERSONALITY

WORKSHEET

	Yes	No	?
1. Personal Appearance.			
a. Are my clothes neat, clean and in suitable taste?	_____	_____	_____
b. Do I devote reasonable attention to my personal appearance?	_____	_____	_____
2. Manners.			
a. Do I know and practice the usual and customary little acts of everyday courtesy and politeness?	_____	_____	_____
b. Have I a "quick" on the trigger smile--cheerful, friendly, infectious?	_____	_____	_____
3. Tactfulness.			
a. Am I courteous, thoughtful and considerate of others,	_____	_____	_____
b. Am I careful not to laugh, talk about or show notice of people's physical, speech or clothing peculiarities?	_____	_____	_____
4. Cooperation.			
a. Have I the ability to get along with people?	_____	_____	_____
b. Have I a pleasant disposition? Am I congenial?	_____	_____	_____
c. Have I the power and also the willingness to cooperate?	_____	_____	_____
d. Are my attitudes favorable for constructive leadership?	_____	_____	_____
5. Speech.			
a. Do I speak clearly and in an agreeable voice tone?	_____	_____	_____
b. Do I talk in a sincere and convincing manner?	_____	_____	_____

	Yes	No	?
6. Thinking.			
a. Have I a hopeful outlook on life?	_____	_____	_____
b. Am I ambitious, with a settled determination to succeed?	_____	_____	_____
c. Do I use common sense?	_____	_____	_____
d. Do I adjust easily to new situations?	_____	_____	_____
7. Do I understand and appreciate the value of time?	_____	_____	_____
8. Am I a self-starter?	_____	_____	_____
a. Do I need to be rushed into action?	_____	_____	_____
b. When I get going do I have "stick-to-itiveness"?	_____	_____	_____
c. Am I honestly trying to improve myself?	_____	_____	_____

To summarize, my three greatest strengths are:

_____

_____

_____

My two greatest weaknesses are:

_____

_____

Oops.....YOUR VALUES ARE SHOWING

1. I am most pleased with myself when.....
2. I am most proud of my family when....
3. I am bored when....
4. I get tired when....
5. I get rewarded at home when....
6. I get punished at home when....
7. I am most lonely when....
8. I am most relaxed when....
9. I am quiet when....
10. Good things happen to me when....
11. I get really angry when....
12. I am happiest when....
13. Good friends are people who....
14. I work best when....
15. I am unhappiest when....
16. I fail when....
17. I am most satisfied with my life when....
18. It bothers me when....
19. I am most helpful when....
20. Saturday night I want to....
21. Saturday night I plan to....
22. I hope I never will....
23. I like to be alone when....
24. My friends don't know that I....
25. If only I could....

Three values are important to me are:

_____

_____

_____

WHAT KIND OF PERSON ARE YOU?

	RARELY	SOMETIMES	OFTEN
ABLE TO WORK ALONE. Do you plan your homework? Can you work by yourself?	_____	_____	_____
AMBITIOUS. Do you take on extra assignments that will help you get ahead? Do you plan your career advancement?	_____	_____	_____
ARTICULATE. Can you express ideas easily-orally? In writing? Are you readily understood?	_____	_____	_____
CHEERFUL. Are you generally good natured? Do you greet your fellow students and teachers pleasantly?	_____	_____	_____
COMPETENT. Are you able to meet deadlines? Is you work generally accepted "as is"?	_____	_____	_____
CONSCIENTIOUS. Do you do your homework thoroughly and turn them in on time? Can you name some unpleasant task that you have done because it had to be done?	_____	_____	_____
COOPERATIVE. Do you always do your part in a team assignment? Do you often volunteer to help?	_____	_____	_____
COURAGEOUS. Do you undertake challenges readily? Have you ever had to stand firm on your principles despite opposition?	_____	_____	_____
DECISIVE. Are you able to make clear-cut decisions under pressure? Do you stand behind them later? Have you ever had to take a firm stand and accept responsibility?	_____	_____	_____
DEPENDABLE. How is your attendance record? Can people rely on you to do what you say you are going to do?	_____	_____	_____

	RARELY	SOMETIMES	OFTEN
DIPLOMATIC. Can you cope with difficult situations involving other people? Have you restored harmony where there was conflict?	_____	_____	_____
DISCREET. Are you able to keep a secret? Do you guard confidential material carefully? Do you respect other student's privacy?	_____	_____	_____
EFFICIENT. Do you plan your time well? Do you consciously try to improve your study habits?	_____	_____	_____
EMOTIONALLY STABLE. Do you feel in control of yourself most of the time? Can other students count on your day-to-day mood to be agreeable? Do you ordinarily feel good will toward others?	_____	_____	_____
ENTHUSIASTIC. Are you interested in your studies? Do you inspire others with you own interest? Have you ever done extra work because of your interest?	_____	_____	_____
GOOD WITH YOUR HANDS. Can you fix things easily? Are you handy around the house?	_____	_____	_____
HONEST. Do you usually tell the truth and give creit where it is do?	_____	_____	_____

WHY I AM LIKED OR DISLIKED

Place a plus (+) or (-) sign for your ratings on each of the things below. The plus (+) sign stands for USUALLY and the minus (-) sign for SELDOM.

1. I carry out my promises. _____
2. I go out of my way to help others. _____
3. I refrain from exaggeration. _____
4. I avoid sarcasm. _____
5. I make an effort to be modest about my achievements. _____
6. I avoid losing my temper when people annoy me. _____
7. I avoid losing my temper when people don't listen to me. _____
8. I enjoy working with other people. _____
9. I cooperate with others in social activities. _____
10. I avoid criticising others behind their backs. _____
11. I feel sorry about the misfortunes of others. _____
12. I give help when it is needed. _____
13. I avoid telling others what they should do. _____
14. I listen courteously to the conversation of others. _____
15. I avoid temper tantrums. _____
16. I am cheerful and happy most of the time. _____
17. I avoid arguing with others over small things. _____
18. I do not gossip about others. _____
19. I speak in a quiet voice indoors. _____
20. I have my work done on time and do not ask others to let me copy theirs. _____
21. I avoid asking for special considerations. _____
22. I am tolerant. _____
23. I avoid flattering people for personal gain. _____

24. I try to avoid embarrassing others. _____

25. I return what I have borrowed. _____

26. I try not to borrow money from others. _____

27. I am careful about my appearance. _____

28. I tell the truth. _____

29. I am loyal to my family and friends. _____

30. I respect my teachers and other adults, even if I do not always agree with them. _____

31. I obey my parents, even though I may sometimes question what they say. _____

32. I put my things away neatly. _____

33. I am on time usually. _____

34. I consider the interests of my friends when making a decision that will affect them. _____

35. I try not to show jealousy. _____

Were you honest with yourself when answering each statement? If not, go over those items again. Look over your answers. What could you do to earn more respect without compromising your own values? List three things I realized about myself in doing this exercise.

IT MIGHT HAVE BEEN...

I know I could have made it as an actor.

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

P.R.E.P.

LESSON THREE: Building a Personal Profile:
Determining Interests and Abilities

OBJECTIVES: By the conclusion of this lesson, the student will:

1. List three career interest factors.
2. Determine three areas of skill, aptitude and educational potential.
3. Complete a personal profile using the information gathered to date.

CONTENT:
1. Career Interest Factors
2. Interest and Ability Identification

MATERIAL & SUPPLIES NEEDED:
1. Worksheets: Discovering Your Interests
   Identifying Your Interests
   A Check List of Experiences
   Looking at Aptitudes
   Looking At Your Educational Potential
   Your Personal Profile
2. Career Choice Traps
3. The Guide To Occupational Exploration

METHODS:
1. Review the career choice equation:

INTERESTS + ABILITIES + PERSONALITY = CAREER CHOICE

2. Discuss the homework assignment: What Kind of Person Are You? What were some strengths? Review the second sheet "Why I am Liked or Disliked". Ask for volunteers to discuss their findings.

*3. Say: We have spent some time examining our personalities. Today we will begin to identify our interests and abilities. Interests are preferences for certain types of activities.

When we are interested in something we want to learn more about it and we like it. Complete the sheet with your interests in mind. We will discuss it later.

*CORE ACTIVITIES

*4. Distribute the "Discovering Your Interests" worksheet and explain as necessary.

*5. After students have completed the worksheet ask them to find a partner, share their responses, and together identify two strong interests for each person.

*6. Write students' names and interests on the board.

7. Say: Now that we have begun to identify our likes and dislikes, we can work to identify areas of interest and from there potential areas of work.

8. Ask students to complete the "Identifying Your Interests" worksheet. Read the introduction to the worksheet and review the vocabulary as necessary.

9. When students have completed the worksheet discuss the results and write their first and second interest factor next to their name and interests generated from the first exercise. Are there simularitites? Differences?

10. Distribute the final three self analysis worksheets: A Check List of Experiences, Looking At Aptitudes, and Looking At Your Educational Potential.

11. Ask students to complete the worksheets and clarify as necessary.

12. When students have completed these worksheets ask them to circle the "MX" responses on the "Checklist". These are areas of skill. Ask students to circle all aptitudes they have marked (checked) as high. These are areas of ability and of potential. Ask students to circle areas of high educational potential. These are areas you may wish to develop and study. Remember

INTEREST + ABILITY + PERSONALITY = CAREER CHOICE

*13. Distribute "Your Personal Profile" worksheets. Say: This profile will summarize all that you have discovered about yourself over the last few weeks. It is a good beginning to understanding yourself and your educational and career potential.

To determine your interests refer to worksheet-- Discovering Your Interests and Identifying Your Interests.

To determine your abilities refer to worksheets--A Checklist of Experiences, Looking At Aptitudes, and Looking At Your Educational Potential.

*14. This profile represents a snapshot of you right now. It will probably change as you grow older. You will gain more experience and self-knowledge. However your interests and aptitudes probably will not change much.

*15. To choose an area of work right for you you need to select work that matches your personality and your strengths. In the next lesson we will be looking at the world of work and how you can begin to match your self-knowledge with occupations.

*16. Distribute "Career Choice Traps" as homework and ask students to read it and discuss it with their parents prior to the next class session.

Note: Since this lesson consists of many worksheets, teachers may wish to staple all sheets together and assign them as homework prior to the class period. This class could then be used to discuss and clarify the results of the students self-exploration and to complete their personal profiles.

IDENTIFYING YOUR INTERESTS

Interests are preferences for certain types of activities. Identifying your interests is one of the most important personal characteristics for you to assess in making academic or career choices. Research indicates that you can predict satisfaction with an occupation if it is compatible with your interests.

Interests may be measured in several ways. You may compare your interests with workers in occupations or with the work tasks involved in the occupations. This exercise compares your interests with the work tasks of various occupations.

The Department of Labor has organized interests into 12 factors or career areas. Check the interest areas below that you would prefer if you were to begin in a job tomorrow. Each of these interest areas can be related to a list of occupations by using The Guide for Occupational Exploration.

Interest Factors

	Like	Dislike
1. Artistic-interest in creative expression of feelings or ideas.	____	____
2. Scientific-interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.	____	____
3. Plants and Animals-interest in activities involving plants and animals, usually in an outdoor setting.	____	____
4. Protective-interest in the use of authority to protect people and property.	____	____
5. Mechanical-interest in applying mechanical principles to practical situations, using machines, handtools, or techniques.	____	____
6. Industrial-interest in repetitive, concrete, organized activities in a factory setting.	____	____
7. Business detail-interest in organized clearly defined activities requiring accuracy and attention to detail, primarily in an office setting.	____	____

8. Selling-interest in bring others to a point of view through personal persuasion using sales and promotion techniques. _____ _____

9. Accommodating-interest in catering to the wishes of others, usually on a one-on-one basis. _____ _____

10. Humanitarian-interest in helping others with their mental, spiritual, social, physical, or vocational needs. _____ _____

11. Leading-influencing-interest in leading and influencing others through activities involving high-level verbal or numerical abilities. _____ _____

12. Physical performing-interest in physical activities performed before an audience. _____ _____

Record your three strongest interest areas below:

NUMBER	NAME
_____	_____
_____	_____
_____	_____

A CHECKLIST OF EXPERIENCES

MY WORK-RELATED ACTIVITIES

Mark activities you have done, or experiences you have had, with an "X" if you have done this once or twice, with an "MX" if you have done this many times.

HOME

___yard work
___repaired furniture
___took care of sick or elderly
___worked out my own budget
___decorated my room
___changed car or bike tire

___read newspapers or magazine of interest
___helped sell things at a yard sale
___raised animals to be sold
___trained a pet
___collected and studied things like rocks, insects, shells
___sorted mail
___replaced burned-out fuses
___shoveled snow
___repaired a toy

SCHOOL

___helped a teacher
___was an office assistant
___wrote for the school paper
___sold magazines, candy,etc.
___ran for school office
___sold tickets for school activity
___made announcements over PA system
___operated A-V equipment

___helped construct a float or sets for play
___ encouraged others to join to join a group or club
___participated in club or sport

NEIGHBORHOOD & COMMUNITY

___instructed others in a sport or game
___took care of neighbor's houseplants or pets
___handed out advertising or political notices
___worked on a neighborhood improvement project
___visited an older person to cheer him/her up
___supervised playground activities
___was a hospital volunteer
___assisted scout leader
___attended a symphony or rock concert
___participated in Scouts or 4-H
___assisted a coach

CHURCH

___sang in choir
___planned a church event
___worked in a service group
___helped with instructions services

OCCUPATIONAL

___newspaper route
___babysitting
___lawn or yard care
___snow removal
___car washing
___office work
___store clerk
___stock person
___bagger in grocery store
___life guard

OTHER EXPERIENCES

___ _____

___ _____

___ _____

GENERAL APTITUDES

_____
NAME

DIRECTIONS: Listed below are some general aptitudes which can be helpful in learning to perform in an occupation. On the space at the left put a check in front of each aptitude which is high for you. Next, for those aptitudes you have checked, put a "1" in front of the one which you think is the highest. Put "2" in front of the second highest and continue until you have ranked all of aptitudes you have checked.

____1. Verbal aptitude-ability to use words in spoken or written forms.

____2. Numerical aptitude-ability to use numbers.

____3. Visual perception-ability to see and identify details in two or three dimensional objects.

____4. Physical coordination or dexterity-ability to coordinate body or be dextrous with fingers and hands.

____5. Social aptitude-ability to relate to others in a way that promotes good will.

____6. Creativity-ability to have new ideas or produce new things.

____7. Physical stamina or strength-ability to perform strenuous physical tasks.

____8. Empathy-ability to understand the feelings and thoughts of others; ability to be in tune with others.

____9. Organizatonal aptitude-ability to bring together people who will accomplish some goal;ability to plan and carry out activities.

___10. Mechanical aptitude-ability to work with mechanical objects.

LOOKING AT YOUR EDUCATIONAL POTENTIAL

Listed below are some general areas of knowledge and skills which people can learn. On the space at the left put a check in front of each area in which you think you have or could develop good skills. Next, for those areas that you have checked, put a "1" in front of the area which you prefer the most. Put a "2" in front of your second preference. Continue until you have ranked all of those areas which you have checked.

____ 1. Science

____ 2. Mathematics

____ 3. Reading

____ 4. Writing

____ 5. Speaking

____ 6. Social Science

____ 7. Art

____ 8. Music

____ 9. Physical Education

____10. Foreign Language

____11. Business

____12. Secretary-Clerical

____13. Agriculture

____14. Selling

____15. Home Economics

____16. Trade and Industrial Education

YOUR PERSONAL PROFILE

NAME_____ AGE_____

SCHOOL_____

TEACHER_____

MY PERSONALITY

My three greatest strengths are:

_____

_____

_____

Two areas that need improvement are:

_____

Three values that are important to me are:

_____

_____

_____

MY INTERESTS

List your three strongest interests:
(most important first)

_____

_____

_____

Your Personal Profile:
(continued)

MY ABILITIES

List the three work related activities that you have performed most often:

_____

_____

_____

List your three highest aptitudes:
(strongest first)

_____

_____

_____

List three areas of knowledge and skills that you feel you have potential to develop:
(strongest first)

_____

_____

_____

Your Personal Profile:
(continued)

PERSONALITY

Strengths:

1. _____
2. _____
3. _____

Values:

1. _____
2. _____
3. _____

+

INTEREST

1. _____
2. _____
3. _____

+

ABILITIES

Work related activities:

1. _____
2. _____
3. _____

Aptitudes:

1. _____
2. _____
3. _____

Educational Potential:

1. _____
2. _____
3. _____

CAREER CHOICE TRAPS

1. The "They-Told-Me-To" Trap: I have a relative who says that I would do well in business so I am going to go to a business school.

2. The "Don't-Be-Different" Trap: I'm a girl and I want to become an auto mechanic. That's a job for men, so I'm going to become a waitress.

3. The "Be-Friendly" Trap: My friend is going to take biology next year, so I'm going to take the same thing because I want to be with my friend.

4. The "Glamour" Trap: I've decided to become a fashion model because they wear a lot of beautiful and expensive clothes.

5. The "Fast-Road" Trap": I've decided to take a course in general basket weaving because the teacher is easy and it's a snap course.

6. The "Behind-the-Curtain" Trap: I've decided to become an architect. I don't know much about it, but is sounds good.

7. The "I-Want-to-Look-Good" Trap: I've decided to go to college. When I tell people that, they're impressed.

8. The "I'll-Meet-Your-Needs" Trap: I have a close relative who would be very proud of me if I became a teacher. I don't want to hurt my relative's feelings, so that is what I will become.

9. The"Running-Away" Trap: I can't stand being at home. I'm going to get married the first chance that I have.

10. The "Head-in-the-Sand" Trap: I don't do well in my math and science courses. I've decided to become an engineer because they make good money.

11. The "What's-Good-for-You-Is-Good-for-Me" Trap: I know someone who likes being a sales person. So, I've decided to do the same.

12. The "There's-No-Tomorrow" Trap: I want a car and some spending money. If I can get any full-time job, I'm quitting school.

13. The"All-or-Nothing-at-All" Trap: I've decided to be a medical doctor and nothing else will do.

14. The"Something-Will-Come-Along"Trap: I don't need to do any thinking about a career now. I'll have plenty of time later.

15. The "One-True-Love"Trap: I know that there is one perfect occupation that is just made for me. I wish I could find it and live happily ever after.

16. The "Start-at-the-Top" Trap: I want to be my own boss and have my own business. When I graduate from school, I'm going to borrow some money and start my own whirl-li-gig factory.

17. The "You-Know-What's-Right-for-Me" Trap: I know very little and you are so much wiser than I am. Tell me what to do with my like.

18. The "Grass-Is-Greener-on-the-Other-Side" Trap: I don't like this school so I've decided to enter a program in another school.

IT MIGHT HAVE BEEN...

I always wanted to work on cars.

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

P.R.E.P.

LESSON FOUR: Career Awareness: How Job Information Is Organized

OBJECTIVES: By the conclusion of this lesson the student will

1. Identify the major systems for organizing occupational information.
2. Begin to use DISCOVER or CHOICES JR. in conjunction with the Maine Job Box.
3. Identify three clusters of occupational interest based upon previous lesson activities.

CONTENT:

1. The Occupational Outlook Handbook
2. Occupational Clusters, Families and Interest Areas
3. Guide to Occupational Exploration
4. Maine Job Box
5. DISCOVER or CHOICES JR. orientation and scheduling

MATERIALS & SUPPLIES NEEDED:

1. Worksheets:
   Interest Areas, Occupational Families, Occupational Clusters Worksheet, and Scavenger Hunt
2. The Guide to Occupational Exploration
3. The Occupational Outlook Handbook
4. The Maine Job Box
5. Certificates
6. Documentation and worksheets for DISCOVER or CHOICES JR.
7. Master schedule for using the career exploration software

METHODS:

*1. Say:

You have now had an opportunity to look at your interests, strengths, and values. But there is one piece missing. Can any one tell me what type of information we need in order to continue with our career exploration program? (Accept answers like: "What work is like" "Job Information" etc.)

2. Today we are going to learn how information about jobs is organized. When you know these systems you will be able to look up occupational information yourself without much trouble--- just like using a dictionary or any other reference book.

*CORE ACTIVITES

There are three methods for classifying occupational information that you must know. The first classification you have already used in a previous exercise. The U.S. Department of Labor has grouped occupations into twelve interest areas. They are:

Artistic	Scientific
Protective	Plants & Animals
Mechanical	Industrial
Business Detail	Selling
Accommodating	Humanitarian
Physical Performing	Leading-Influencing

*3. Distribute the Interest Area Worksheet

*4. Say: These interest areas are used in this book, The Guide to Occupational Exploration. In this book you can look up occupations by interest areas.(Show the book)

5. Say: The second method for organizing occupational information is by Occupational Families. This is the method of organizing information in this book, The Occupational Outlook Handbook. The handbook is organized according to Standare Occupational Classification (SOC) system. To use this book, you will have to first identify which occupational family you are interested in and then look up specific career information.(Show the book)

There are twenty occupational families.

6. Distribute "The Occupational Outlook Handbook" Occupational Family worksheet and define and discuss briefly each family.

7. Say: One final way of organizing information about work is the Occupational Cluster System used by the U.S. Department of Education. There are fifteen clusters in all and all levels of jobs are listed within each cluster.

8. Distribute the "Occupational Cluster" worksheet and define and discuss briefly each cluster.

9. Summerize say:
Getting information about jobs is like using a map to get somewhere. There may be several roads to get you to the same place.
Now we will have a chance to use these resources to explore occupations.

10. Divide the class into groups of five. Each team will use the GOE, OOH, and the Maine Job Box to obtain the information necessary to complete the hunt.

*11. Distribute the Scavenger Hunt worksheet to each group and allow fifteen minutes for this activity. Award certificates to the first team to complete the exercise correctly.

*12. Call the class back to order and ask for group reports. Comment and clarify as necessary.

*13. Say: There are several ways of researching occupational information but one of the fastest is to use a computer program to help you. During the remainder of this class period I will orient you to DISCOVER or CHOICES JR. and schedule you for time on the computer.

*14. Orient students to the software program and worksheets. Draw up a master schedule to allow each student computer time as per program documentation.
(Note:Students may use the computer in teams and can be scheduled during activity periods or before or after school.)

*15. Ask students to complete all computer program sheets at home before they sit down at the terminal.

*16. Review the three basic methods of organizing occupational information and summarize the class session.

THE GUIDE TO OCCUPATIONAL EXPLORATION (G.O.E.)

INTEREST AREAS

Artistic- includes literary and visual arts, drama, music, dance, and crafts.

Scientific- includes physical and life sciences, medicine, and laboratory technology.

Plants and Animals- includes animal care and training, plant care, and related areas.

Protective- includes safety and law enforcement and security services.

Mechanical- includes engineering, quality control, transportation, and related work.

Industrial- includes production work, production technology, elemental work, etc.

Business Detail- includes administration, math and finance related work, clerical work, etc.

Selling- includes general sales and related work.

Accommodating- includes hospitality services, personal care services, and passenger and customer services.

Humanitarian- includes social services, nursing, therapy, specialized teaching services, etc.

Leading-Influencing- includes education, law, management and administration, communications, etc.

Physical Performing- includes sports and related areas.

OCCUPATIONAL OUTLOOK HANDBOOK(O.O.H.)

OCCUPATIONAL FAMILIES

Administrative and managerial occupations

Engineers, surveyors, and architects

Natural scientists and mathematicians

Social scientists, social workers, religious workers, lawyers

Teachers, librarians, and counselors

Health diagnosing and treating practitioners

Registered nurses, pharmacists, dieticians, therapists, and physician assistants

Health technologists and technicians

Writers, artists, and entertainers

Technologists and technicians, except health

Marketing and sales occupations

Administrative support occupations, including clerical

Occupational Outlook Handbook(O.O.H.)
(continued)

Service occupations

Agricultural and forestry occupations

Mechanical and repairers

Construction and extractive occupations

Production occupations

Transportation and material moving occupations

Helpers, handlers, equipment cleaners, and laborers

Military occupations

OCCUPATIONAL CLUSTERS

Occupations are grouped in this section by fifteen broad areas of work identified by the U.S. Department of Education. In each cluster all education levels are represented.

Agri-Business and Natural Resources Field includes:

Research
Forestry
Mining and Quarrying
Land and Water management
Fisheries and Wildlife
Petroleum and Related Products
Productive Agriculture

Business and Office Field includes:

Accounting
Secretarial Science
Personnel
Computers
Management
Finance, Insurance, Real Estate
Office (clerical)

Communications and Media Field includes:

Journalism
Recording Industry
Radio & Television Broadcating
Motion Pictures
Telephone & Telegraph
Satellite & Laser Transmission

Construction Field includes:

Structural Work Occupations
Equipment Operators
Engineering and Support Occupations

Consumer & Homemaking Education Field includes:

Food Specialists
Extension Service
Family Economics & Home Management
Family Relations & Child Development
Housing & Household Equipment Specialists
Textiles & Clothing Specialists

Environment Field includes:

Pollution Prevention & Control
Environmental Planning
Disease Prevention
Resource Control

Fine Arts & Humanities Field includes:

Visual Arts
Religion & Theology
The Performing Arts
Writing
Language & Linguistics
History & Museums

Occupational Clusters:
(continued)

Health Field includes:

Mental Health & Mental Health Services
Medical & Biological Science Services & Professions
Dentistry & Related Services
General Hospital & Medical Office Related Occupations
Medical Emergency Services
Administration of Health Services
Personal & Community Health Services
Pharmceutical Science

Hospitality & recreation Field includes:

Commercial & Non-Commercial Travel Bureaus & Agencies
Transportation
Public, Industrial, & Private Recreation

Manufacturing Field includes:

Management
Engineering
Science
Machine Trade Occupations
Processing Occupations

Marine Science Field includes:

Research
Fishing
Aquaculture
Off-Shore Drilling
Chemical & Mineral Extractions
Marine Engineering & Technology

Marketing & Distribution Field includes:

Marketing Management
Purchasing
Marketing Research & Analysis
Selling
Physical Distribution

Personal Services Field includes:

Domestic Service
Lodging & Related Service Occupations
Drycleaning, Laundry, & Apparel Services
Stewards, Attendants, Hosts, & Miscellaneous Personal Services
Domestic Animal Care
Barbering, Cosmetology, and Related Services
Food & Beverage Preparation & Services

Occupational Clusters:
(continued)

Public Services Field includes:

Administration & Regulatory Services
Urban Development
Protective Services
Public Utilities
Public Transportation
Social Services, Rehabilitation, Correction
Education
Post Office
Public Health
Parks & Recreation

SCAVENGER HUNT

A. List four Accommodating occupations.

1. _____

2. _____

3. _____

4. _____

B. List four Production occupations and rate the future demand for each occupation as: H=high, M=medium, L=low

1. _____

2. _____

3. _____

4. _____

C Look up the following Maine occupations and give the entry level wage for each:

Sales Clerk: _____

Baker: _____

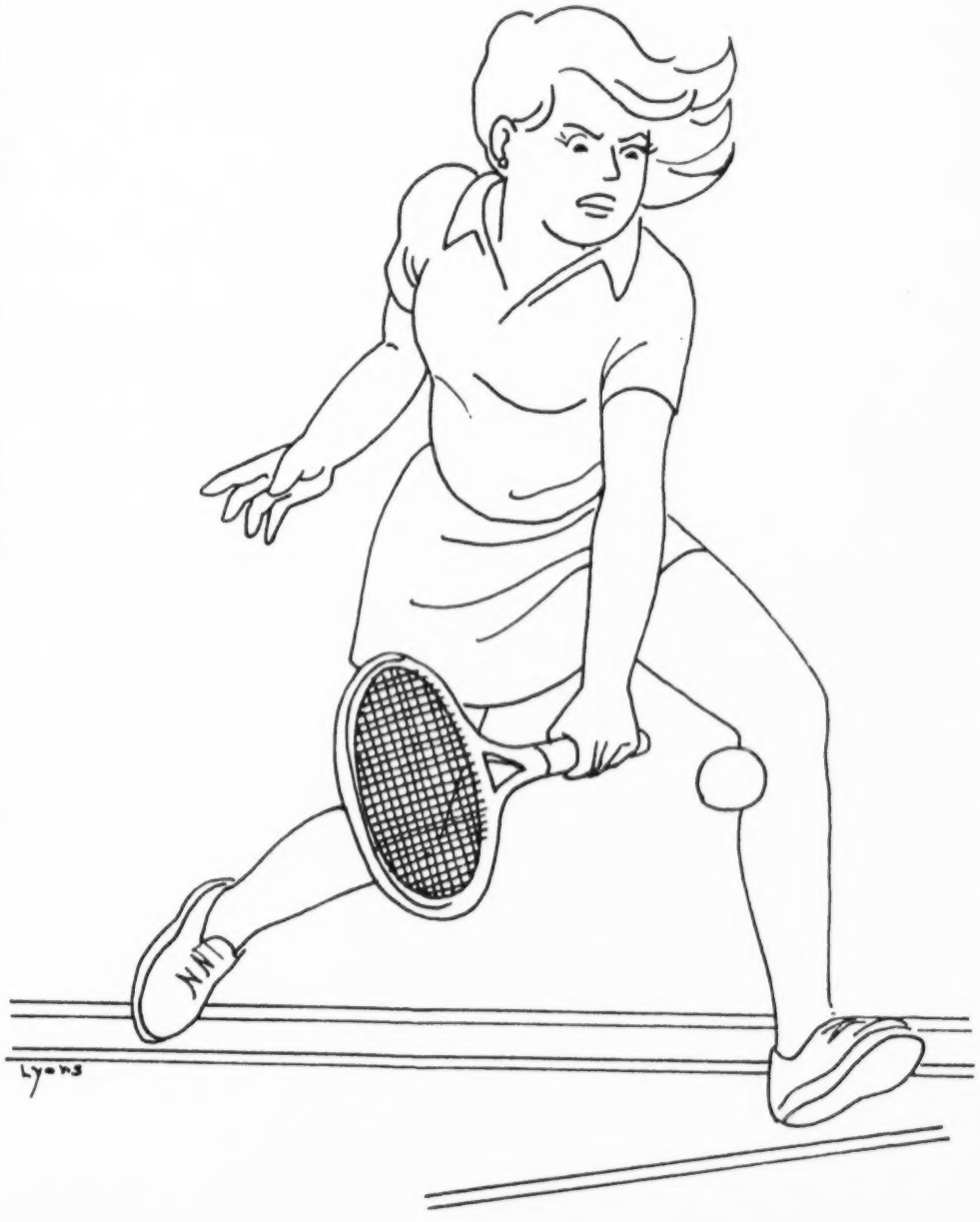
Forester: _____

Carpenter: _____

Nurse: _____

IT MIGHT HAVE BEEN...

I might have been a sheep farmer.



PLANNING TO REALIZE EDUCATIONAL POTENTIAL

P.R.E.P.

LESSON FIVE: The World of Work: Levels of Jobs

OBJECTIVES: By the conclusion of this lesson the student will

1. State that occupations contain various job levels and a variety of jobs.
2. Compare and contrast jobs and their occupational preparation time.
3. Use the career resource materials available to research occupations.

CONTENT:
1. Job levels within clusters
2. Occupational Preparation Time
3. Salary and Relationship to Occupational Preparation Time

MATERIALS & SUPPLIES NEEDED:
1. Occupational Outlook Handbook, Guide to Occupational Exploration, Maine Job Box, and additional career information.
2. Group Worksheet

METHODS:

*1. Review previous sessions.
Say:
You have developed a profile which should help you understand yourself in relation to the world of work. You have also learned that jobs can be clustered according to the type of work.
For example, if you are interested in law, what kinds of jobs might you consider?
(Encourage the class to name as many law-related jobs as possible. Some possibilities are: lawyer judge, police officer, paralegal or sheriff, security guard, F.B.I. agent, game warden, etc.)

Someone interested in law really has a lot of choices. One of the things which determines which job you consider is the amount of time, effort and money you are willing and able to invest in training or obtaining the skills you need for the job.
For example there might be jobs which allow you to learn the job while you work. This is called on-the-job-training. Looking at the list we have what jobs might fall into that category? (security guard, jailer)

*CORE ACTIVITIES

Other jobs may require special training or one or two years of college. Which jobs from the list require that amount of preparation? (Paralegal or legal assistant, police officer, detective, legal secretary, etc.)

Some of the jobs require a four year college degree. List them. (F.B.I. agent, warden, sheriff, etc.)

Jobs related to the field of law require different levels of education. For some of them, a high school diploma is required, while others require 1-2 years of school after high school. Other jobs in law require 4 or more years of study after high school.

Usually, the longer a person must prepare for a job, the higher the earnings he/she might expect to make from the job. Which of the jobs do you think provides the highest earnings? (lawyer, judge)

In which jobs do you think you would earn the least amount of money? (security guard, jailer)

*2. Divide the class into not more than five groups. Ask each small group to list as many jobs in a given field as possible. At least one job should be entry level (on-the-job-training); one should require 1-2 years of training; one should require a college degree; and one might require an advance degree.

*3. Assign an occupational cluster to each group. (health, business, construction, public service,) and ask each group to choose a leader and a recorder. List as many jobs in the cluster as possible. Then, as a group, fill out the worksheet. Use the various reference books available and any information group members may have.

*4. About 10 minutes before the end of the class period, have each group report their findings.

THE WORLD OF WORK: LEVELS OF JOBS

GROUP WORKSHEET

GROUP _____

OCCUPATIONAL CLUSTER _____

Amount of training/ preparation	Job Title	$$(per year)
1. On-the-job-training High School Diploma		
2. 1-2 years High School Diploma + more schooling		
3. 4 year college degree (BA)		
4. Professional degree (BA +)		

Job Title	Required Training/ Preparation	Entry Level Salary	Maine Post-Secondary Institution
1.	H.S. Diploma and on-the-job-training	1.	1.
2.	H.S. Diploma & 1-2 years	2.	2.
3.	H.S. Diploma & 4 year degree	3.	3.
4.	H.S. Diploma & College degree, graduate work	4.	4.

IT MIGHT HAVE BEEN...

I would have been a great forest ranger.

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

P.R.E.P.

LESSON SIX: Decision Making

OBJECTIVES: By the conclusion of this lesson the student will:

1. Identify the stages of the decision making process.

2. Practice using the process in small groups.

3. Apply the process to a decision the student is currently examining.

CONTENT: 1. The Decision Making Process

MATERIALS & SUPPLIES NEEDED:

Worksheets:
The Decision Making Process
The Decision Analysis Form
Decision Making Situations
What Information Am I Using to Make My Career Decision?

METHODS:

*1. Say:
So far we have looked at ourselves - personality, interest, abilities, and values. We have learned how occupational information is organized. Now what we need is a process for looking at the information gathered so that we can begin to identify some occupations of interest. Once you have identified occupations of interest, you can begin to plan your high school education and look at training beyond high school.

*2. Say:
The Decision Making Process has seven steps. These steps are:
1. Define the Decision to be made.
2. Examine the information you have and seek other information.
3. List alternatives and examine the consequences of each.
4. Select the best alternative.
5. Develop a plan of action.
6. Make your decision.
7. Evaluate the results of you decision.

*3. Distribute the Decision Making Process Worksheet

*CORE ACTIVITIES

*4. Distribute the "Decision Analysis" Form, explain, and ask each student to complete.

*5. After ten minutes, lead a discussion about typical decision making styles and the factors that may lead to making a poor decision such as only listening to peers, making a decision based upon very little or inaccurate information or failing to analyze the consequences of the decision.

*6. Distribute the "Decision Making Situations" worksheet.

*7. Break the class into small groups and ask them to select a decision making situation to to work on and to use the decision making process to make a decision. Groups should consider each step in the process and identify potential sources of information or help.

*8. Allow 10 minutes for the activity. Ask for group reports and comment as necessary on the quality of the decisions made as well as the process.

*9. Distribute the homework assignment: "What Information Am I Using to Make My Career Decision?" worksheet.

*10. Explain that many times people make poor decisions because they do not carefully the information they have. Information may be biased or inaccurate. This exercise will allow the student to define sources of information and to evaluate its quality.

THE DECISION MAKING PROCESS

DEFINE THE DECISION

GATHER INFORMATION

LIST ALTERNATIVES AND CONSEQUENCES

SELECT THE BEST ALTERNATIVE

MAKE YOUR DECISION

EVALUATE THE RESULTS

H.B. Gelatt, Decisions and Outcomes

DECISION ANALYSIS FORM

1. Describe a recent decision you had to make_____

_____

_____

2. How would you further define the decision-making situation you described above? Check any of the following that you think would apply.

____was related to a short-term situation.

____was related to long-term goals.

____was easy decision to make and did not require great deal of time, energy, and thought.

____will affect other decisions I have to make.

____was the type of day-to-day decision with which I am constantly confronted.

____was a major decision that comes along only once or twice a year.

____was a decision that would basically affect only me.

____was a decision that would definitely affect others.

3. List other pertinent data that you needed before you could begin to look at possible alternatives.

_____

_____

_____

4. List the alternatives that you considered.

_____

_____

_____

5. How did your values, interests, and needs affect decision?

My <u>values</u> which influenced the decision....

_____

_____

My <u>interests</u> which influenced the decision....

My <u>needs</u> which influenced the decision....

6. Describe other factors which influenced your decision. Personal tastes? Opinions of others? Had a "sixth" sense this was good for me, etc.

7. Rank order the alternatives you considered.

8. Describe how you followed through or did not follow through on the decision.

DECISION-MAKING SITUATIONS

Situation #1

Your income tax refund is higher than expected this year. In fact, it will amount to approximately $475. Among the things you decided that you could do with the money are:

1. Save it.
2. Spend it on a one-week vacation.
3. Buy a new color television set.
4. Enroll in local health club.
5. A combination of the alternatives.
6. An alternative not named above.

First Priority_____ Second Priority_____ Third Priority_____

Situation #2

You have decided to buy a new car. You've made the rounds to all dealer showrooms. What type of car do you want to buy?

1. A full-size station wagon.
2. A compact station wagon.
3. A zippy, racy, two-seater sports car.
4. A luxury sedan in the high-price class.
5. A foreign-made compact sedan that averages 24 MPG.
6. An American-made compact sedan that averages 23 MPG.
7. An American-made full size sedan that averages 14 MPG.
8. A combination of the above alternatives.
9. An alternative not named above.

First Priority_____ Second Priority_____ Third Priority_____

Situation #3

You have decided to redecorate your bedroom. You've saved money for this day and now you want your bedroom to be just the way you would enjoy it most. How will you decorate the room?

1. With new Early American Furniture.
2. With family antiques and other antiques you plan to purchase.
3. With new functional, contemporary furniture.
4. With new French provincial furniture.
5. A combination of the above alternatives.
6. An alternative not named above.

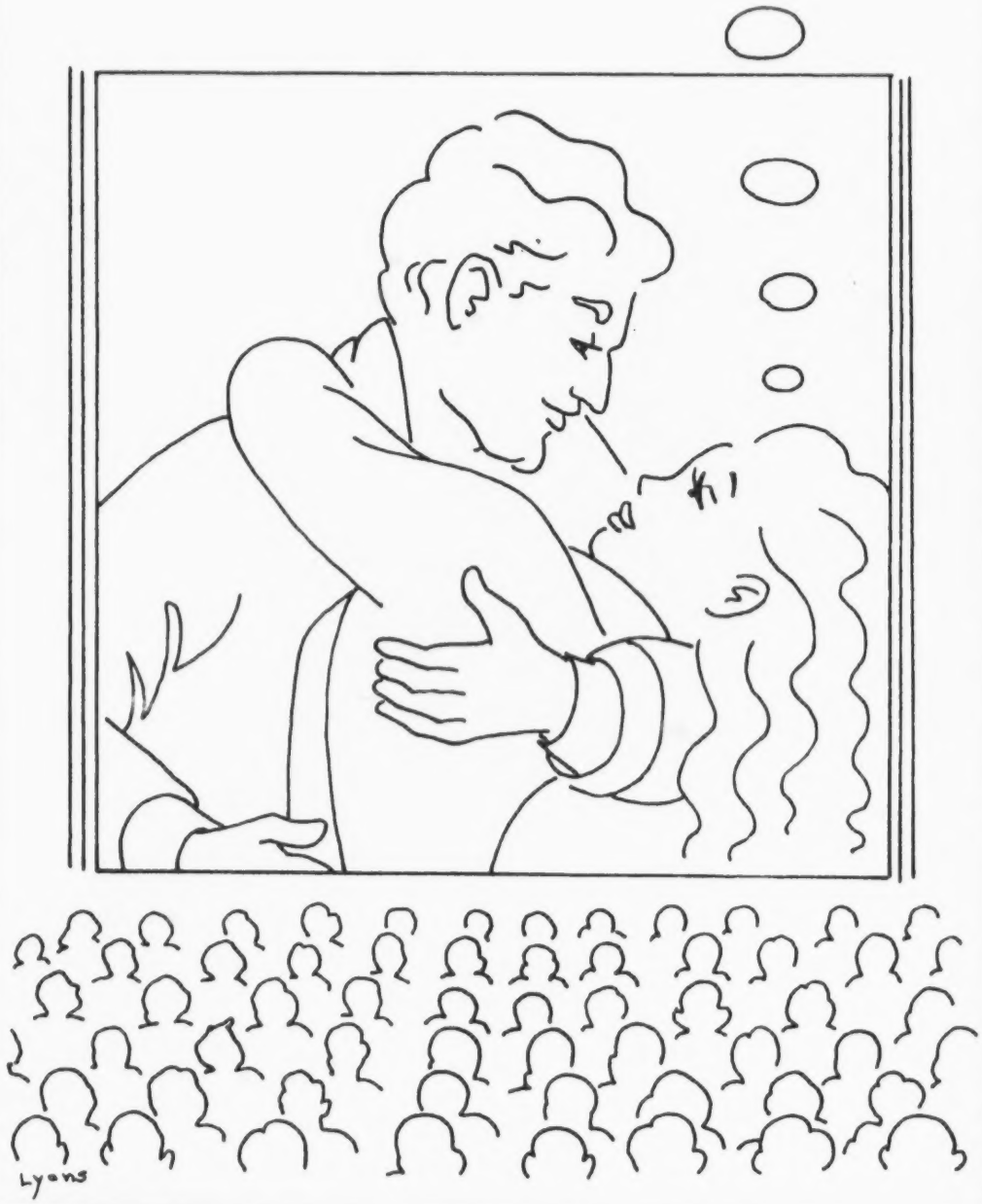
First Priority_____ Second Priority_____ Third Priority_____

WHAT INFORMATION AM I USING TO MAKE MY CAREER DECISION?

	Circle Most Approximate				
	Not Useful		Useful		Very Useful
1. Myself Comment:	1	2	3	4	5
2. Friends Comment:	1	2	3	4	5
3. My Parents Comment:	1	2	3	4	5
4. Teachers/Counselors Comment:	1	2	3	4	5
5. Relatives Comment:	1	2	3	4	5
6. Other Adults Comment:	1	2	3	4	5
7. Career Information Comment:	1	2	3	4	5
8. The Media Comment:	1	2	3	4	5

IT MIGHT HAVE BEEN...

I wish I were an astronaut.



PLANNING TO REALIZE EDUCATIONAL POTENTIAL

P.R.E.P.

LESSON SEVEN: Career Exploration: Discovering Your Options

OBJECTIVES: By the conclusion of this lesson the student will:

1. Identify important work values and life style factors.
2. Identify two occupations to research - one traditional and one non-traditional.
3. Begin to research two selected occupations.

CONTENT:
1. Work values
2. Life styles factors

MATERIALS & SUPPLIES NEEDED:
1. All sources of occupational information including "Working" and "Kaleidoscope of Careers:
2. Television and VCR set-up
3. Work Values Rating Sheet
4. Lifestyle Worksheet
5. DISCOVER OR CHOICES JR. printouts

METHODS:
*1. Say: Let's look at the homework assignment and how you rated various types of information.

*2. Lead a discussion evaluating various kinds of information and examine the need for new information. Explain the difference between biased and objective information.

*3. Ask: Would it be wise for a person to make a career decision based only upon gender? Why or why not?

*4. Show "Working" and discuss.

*5. Say: Today we will be examining two final pieces of information about ourselves and beginning to research two occupations in depth. We have looked at our personal values now we need to look at our work values and our life style needs. Each occupation has a unique set of work values. To really enjoy working you must work in a job that has similar values to the ones you hold.

*CORE ACTIVITIES

*5. Distribute the "Work Values Rating Sheet" and ask students to complete it. Discuss and validate student responses. Emphasize that the students should try to find occupational interests that have some of their values.

6. Say: People work for many reasons as indicated in the last exercise. One of the main reasons people work is to make money. The money earned supports a lifestyle and this lifestyle again reflects personal and work values. We will now begin to look at some of your lifestyle preferences and needs.

7. Distribute the "Lifestyle" worksheet and ask the student to complete it. Discuss the importance of the exercise.

8. Say: Now you will have the opportunity to research two careers in some depth using all of the information available to you. You will research two career options - one that is traditional and one that is non-traditional. (Define non-traditional for the class)

9. Distribute Career Research worksheets (2) to each student. Explain the worksheet as necessary and allow the remainder of the class period for students to begin their research.

10. Homework: Students must complete their research and bring their career research worksheet to the next class.

Note: You may wish to schedule students to see the video tapes Working and Kaleidoscope of Careers during their activity periods or before or after school so that class time may be used for hands on activities. Each student should see Working and the most appropriate Kaleidoscope presentations. Another option is to create stations in the classroom using the career exploration materials and the television - VCR systems. Students could rotate stations. But even this option will not guarantee that each student has had the opportunity to see the video presentations of interest.

WORK VALUES RATING SHEET

Put a plus (+) to the left of each value that is important to you and a minus (-) to the left of value not important to you. Circle the three to five values most important to you.

___Feeling important
___Working with words

___Being told what to do
___Releasing energy through activity
___Being treated like a person

___Working with numbers
___Getting attention

___Doing routine work

___Being a member of a group
___Having responsibility
___Working slowly
___Helping other people
___Being challenged intellectually

___Feeling sure of keeping your job

___Knowing why you are doing something
___Being liked by co-workers

___Achieving your ambition
___Working with things
___Being judged fairly
___Competing with others

___Feeling self-confident
___Doing precise work

___Liking your co-workers
___Seeing the product of your work
___Feeling independent
___Always knowing what's next
___Dealing with people
___Being able to express your ideas
___Feeling safe from accident
___Making your family proud of you
___Traveling as part of your work
___Not having responsibility
___Doing things skillfully
___Talking to co-workers
___Doing an honest day's work
___Talking to others
___Encountering unexpected tasks
___Feeling a part of something big
___Having convenient working hours
___Doing things on your own
___Mastering an area of knowledge
___Feeling loyal to others
___Doing a variety of things
___Being promoted
___Working in pleasant surroundings
___Having authority over others
___Doing work of value to society

Work Values Rating Sheet
(continued)

___Becoming well known
___Having time and energy for other activities
___Exercising leadership
___Feeling suited to your work
___Running occasional risk
___Being creative or original
___Influencing people

___Moving about at your work
___Feeling morally worthy
___Eating good food
___Working fast

___Using your capabilities
___Sensing order in your life
___Telling others what to do
___Liking the work you do
___Being with other people
___Dealing with ideas
___Feeling useful and needed
___Enjoying daily accomplishments
___Doing things others can do
___Gaining aesthetic enjoyment
___Having your work praised
___Gaining prestige in your comm··nity

LIFE-STYLE WORKSHEET

Please read the following items carefully. Check those items you feel are essential to your future plans and life-style. and circle qualifiers.

____Marriage
____Size of family (including you and your wife)
____Remaining single
____Own my own home valued at:
$20,000 $25,000 $30,000 $40,000 $50,000
____Rent an apartment -furnished -unfurnished
____Home owners insurance
____Medical insurance
____Life insurance myself spouse children
____Auto insurance
____Car: new used one two or more
____Medical/dental expenses
____Eyeglasses
____Furniture
____Property taxes
____Water
____Electricity
____Telephone
____Heat: oil coal electric gas wood
____Television
____Snowmobile
____Union dues
____Snowblower
____Clothing
____Food
____Stereo
____Vacation: 2 weeks Month or more
____Gasoline
____Disposal services: trash & garbage
____Personal services: dry cleaning, haircuts, etc.
____Recreation & leisure time activities
____Pension fund/retirement
____Savings account
____Major appliances: washer dryer dishwasher other

____Other

Anticipated income from your job: $5,000-10,000 10,000-15,000

$15,000-20,000 $20,000 or more

Do you believe your job can support this life-style?

Yes No Don't know

CAREER RESEARCH WORKSHEET

Name_____ Date_____

One career I am interested in is:

_____

Interest Area, Occupational Family
or Cluster:

_____

Short Job Description:

Preparation Required:

Does the job require a high school diploma?

Other Required Education or Training:
(How many years beyond high school?)

Required Licenses or Certificates:

Career Research Worksheet
(continued)

Nature of the Work

List three duties or activities a worker in this job does:

1.

2.

3.

Does the worker work alone or in a group?

List the three most important skills the worker must have to do the job well:

1.

2.

3.

What are the working conditions like?

What are the physical demands of the job?

What are the typical working hours for the job?

Career Research Worksheet
(continued)

Salary and Benefits:

What is the general starting salary or wage?

What are some of the employee benefits?

What are some employee costs such as union dues, uniforms, tools, etc?

Employment Outlook:

What is the employment outlook for this job in the future?

Other

How does this job match your personality, abilities, interests, work values, and life style needs?

IT MIGHT HAVE BEEN...
I'm really a people person.
LYONS

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

P.R.E.P.

LESSON EIGHT: Developing an Educational and Career Preparation Plan

OBJECTIVE: By the conclusion of this, lesson the student will:

1. Complete an educational and career preparation plan based upon course work to date.

CONTENT:

1. High School curriculum and required course work.
2. Course work necessary for post-secondary preparation.

MATERIALS & SUPPLIES NEEDED:

1. A guide to the local high school curriculum identifying major areas of study and course sequences
2. Post-secondary training information and catalo[illegible]
3. Prior w[illegible]ksheets and computer print outs (DISCOVER or CHOICES,Jr.)
4. Post High School Educational Opportunities: Some Basic Terms
5. An Educational and Career Preparation Plan

METHODS:

*1. Say:
We are almost at the end of our PREP course. We have learned a great deal about ourselves, the world of work, and making good decisions. Today we will be examining alternatives and the next steps. To make good decisions, you need information. We will begin by looking at the occupations you researched and their preparation demands.

*2. Ask students to share the occupations that they researched and the required preparation for those occupations. Relate the preparation to high school curriculum and course options.

*3. Distribute a guide to the local high school curriculum to each student and ask students to determine what course work they would have to take in order to enter one of the occupations they researched. Ask for several examples and correct as necessary. Emphasize the need for early planning to allow the student the possible greatest choice.

*CORE ACTIVITIES

4. Distribute Post-High school Educational Opportunities: Some Basic Terms sheet. Discuss the terms with the class.

5. Distribute one copy of the Educational and Preparation Plan to each student.

6. Explain how to complete the plan using all of the information obtained through the PREP course.

7. Allow students time to complete the plan and review it with them. Students should keep one copy of the plan, a copy should go to the parents, and one copy should be kept on record.

8. Thank students for their participation and wish them well.

POST-HIGH SCHOOL EDUCATIONAL OPPORTUNITIES: SOME BASIC TERMS

Adult Education Programs: Adult education programs are designed for students sixteen years of age and older who have dropped out or graduated from high school and who desire to enter or upgrade their training in a specific skill or skill area. The length of the training program depends on skill to be learned and may extend from two weeks to approximately one year. Training programs may be either on a full-time or part-time basis.

Apprenticeship Training: A form of vocational-technical training in which an individual who wishes to learn a trade participates as a worker under the supervision of a skilled worker in that trade. Generally governed by rules and regulations established by a larger group such as trade unions.

Business School: Business schools fall into two categories. At some colleges it is possible to specialize in business administration or in a two-year secretarial course in conjunction with supplementary liberal arts courses. Other institutions offer predominantly the business or secretarial course and may or may not be regionally accreditated.

College: An institution that offers educational instruction beyond high school level in a two-year or four-year program.

Engineering or Technological College: Independent professional schools which provide four-year training programs in the fields of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

General Educational Development (GED) Test: A test dealing with writing, social studies, science, reading, and math skills that is available to adults 18 years old and older whose class has already graduated. The test takes approximately six to seven hours and can be taken at a local high school for a small fee.

Junior College: Two-year institutions of higher learning which provide vocational-technical training and academic curricula (terminal and transfer).

Terminal Course: Academic program is complete in itself. A student who completes it may not apply to a four-year college for further study without completing additional course requirements.

Transfer Course: Academic program is designed to lead into a four-year course at another college or university.

Liberal Arts College: Four-year institution which emphasizes program of broad undergraduate education. Preprofessional or professional training may be available but is not stressed.

Military School: Federal military academies prepare officers for the Army, Navy, and Air Force. These institutions (West Point, Annapolis, Air Force Academy, and Coast Guard Academy) require recommendation and appointment by members of Congress. Private and state-supported military institutes, however, operate on college application basis. They all offer degree programs in engineering and technology with concentrations in various aspects of military science.

Nursing School: There are two kinds of nursing schools. At schools affiliated with hospitals, students receive a R.N. designation upon completion of their training. At schools affiliated with four-year colleges, students receive both a B.S. and a R.S. designation.

Teachers College: Almost all public teachers colleges have become liberal arts state colleges/universities offering majors in the field of education.

Technical School: A two-year institution which offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain crafts and clerical skills.

University: An academic organization which grants undergraduate and graduate degrees in a variety of fields and which supports at least two degree-granting professional schools that are not exclusively technological (such as medicine, journalism, or agriculture). It is composed of number of "Schools"or "Colleges" each of which encompasses a general field of study.

EDUCATIONAL AND CAREER PREPARATION PLAN

Class of _____

Name: _____ (Last) _____ (First) _____ (Middle)

Male ☐

Female ☐

Social Security Number: _____

Birthdate: _____ (Year) _____ (Month) _____ (Day)

RESIDENCE RECORD

Dates	Street	City/Town	Zip	Telephone

FAMILY DATA

Father's name: _____

Address: _____

City/Town: _____ Zip: _____

Telephone: (home) _____ (work) _____

Occupation: _____

Mother's name: _____

Address: _____

City/Town: _____ Zip: _____

Telephone: (home) _____ (work) _____

Occupation: _____

BROTHERS AND SISTERS

Name	Age	Grade	M/F

CAREER CHOICE OF OLDER BROTHERS/SISTERS

Name	Occupation

PERSONAL PROFILE

Trait	Trait Ratings Grade 9	Grade 10	Grade 11	Grade 12
ompetiveness				
onformity				
onsideration of Others				
ooperation				
reativity				
edication				
ependability				
esire to Learn				
ominance				
fficiency				
motional Stability				
mpathy				
ndurance				
elpfulness				
ndustrious				
nitiative				
ntuition				
eadership				
oyalty				
atience				
eaction to Criticism				
eaction to Setbacks				
esponsible				
elf-Discipline				
ociability				
houghtfulness				
olerance				
Understanding				

80

Key: 1. Superior— 2. Above Average— 3. Average—

Three Strongest Interests:

Most successful subjects:

Least successful subjects:

Academic Areas To Develop (Educational Potential):

Work Related Activities or Skills:

Clusters of Occupational Skills:

AMBITIONS

1. What one thing do I want to accomplish in my lifetime?

2. What goals would I set if I knew I could not fail?

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IN SCHOOL ACTIVITIES

Organizations/Clubs

Name	Grade 9	10	11	12

Sports

	9	10	11	12

Honors/Awards

	9	10	11	12

Leadership Roles

	9	10	11	12

OUT OF SCHOOL ACTIVITIES

Part-Time Employment/Work-Study Programs

Year	Employer	Occupation

Apprenticeship/On The Job Training

Year	Employer	Occupation

Community/Volunteer Experience

Year	Organization	Service

Number of years I plan to attend school

Circle: 10 12 14 16+

Military [rate on a scale of 1-6 in order of preference]

Army _____ Air Force _____ Coast Guard _____

Marines _____ Maritime _____ Navy _____

Employment Plans: _____

College Choices:

1. _____
2. _____
3. _____

Business/Vocational School

1. _____
2. _____
3. _____

Other Post-Secondary

1. _____
2. _____
3. _____

Military

1. _____
2. _____
3. _____

HIGH SCHOOL PLANNING SCHEDULE

Circle 1: College Business Vocational Military Other

Period	Grade 9	Grade 10	Grade 11	Grade 12
1.				
2.				
3.				
4.				
5.				
6.				
7.				

VALUES

List Three Most Important Values:

Revised Date:

List Three Most Important Work Values:

Revised Date: